

Teachers' Strategies in Giving Explanation in EFL Classroom

Siti Kiftiah

sitikiftiah@gmail.com

English Education Study Program

State University of Makassar, Indonesia

ABSTRACT

This research was an attempt to know the kinds of languages and expression, the functions of languages, and the strategies of the teachers in giving explanations in EFL classroom. This research design of the research of this thesis used descriptive qualitative in which it investigated teachers' strategies in giving explanation. The subjects of the research were two teachers from different schools (teacher A from SMAS Ummul Mukminin and teacher B from SMK Muhammadiyah 2 Bontoala Makassar). The primary resources were two English teacher who taught in different level and classes. The data were collected by using observation note and interview questions to find out kinds of languages and expressions, and the functions of language, and the strategies of the teachers in giving explanation. Techniques of data analysis used data reduction, data display, and conclusion from Miles and Huberman (1992). This research found that *firstly* three kinds of languages and several expressions—target language (English), native language (Indonesian), and Mother tongue; *secondly* language functions including instrumental function, representational function, regulatory function, imaginative function, personal function, interactional function, and heuristic function during teachers' giving explanation in running classroom activities consisted of linking the previous lesson, starting the new material, presenting the material, checking the students' understanding, sequencing the activities, and checking the students' progress; *thirdly* direct and indirect strategies of the teachers in giving explanation

Keywords: teachers' giving explanation, language functions, teachers' strategies

INTRODUCTION

Teachers' languages in EFL classroom refer to interactional and transactional languages. Brown and Yule (1983) stated that interactional languages are used in daily life or to maintain interaction on communication. Small talk and conversation are examples of interactional talk. Small talk refers to short exchanges such as greeting or turn taking. Another important communication skill is the ability to use English to realize different kinds of transaction. A transactional talk is an interaction to give and receive information. Moreover, Brown and Yule (1983) viewed that transactional talk is the language which is employed to convey factual information. In using language in this way, the goal is to carry out the task relating to teacher's giving explanation to transfer learning material. This is also supported by interactional talk where social interaction is often as important as what the students actually respond when teachers give explanation. In learning and teaching process, teachers' giving explanation plays important inasmuch as teacher's giving explanation is that the utterances expressed by the teachers to transfer contents (course), to manage classroom (activities and instruction), or even miscellaneous (sharing personal stories) during running classroom activities.

Many problems in conjunction with teachers' strategies in giving explanation arise in the classroom including students' lack of understanding about the material, misunderstanding, feeling boring and uninteresting about the material, even sleepiness in the classroom. These problems deal with the ways teachers giving explanation during the classroom sessions, whether they use English, Indonesian language, or their mother tongue which might make the students more difficult to understand, regardless the teachers' teaching methods.

Furthermore, the gap intruding during teachers' strategies in giving explanation in EFL classroom may require that the teachers dominated the learning process and students became passive learners for example, in grammar explanation. The point is the appropriate language use is more likely to occur when teachers are sufficiently aware of their goal given moment in lesson to match their teaching aim, their pedagogic purpose, to their language use. Where language use and pedagogic purpose coincide, learning opportunities are facilitated. Walsh (2002) stated that making audio- and video-recordings during teaching and learning process is very beneficial for teacher find out about their language use in the classroom. Only by working with their own data are teachers likely to be able to modify their classroom verbal communication, particularly during material explanation. Listening to recording or better still, analyzing transcripts, can significantly raise awareness and the result in more appropriate language use. Therefore, the teachers can create good improvement in their teaching process and the students will more easily understand the teachers' utterances during teachers' explanations.

The importance of the teachers' strategies in giving explanation had been demonstrated by the work of Forman (2012) about six functions of bilingual EFL teacher talk including animating, translating, explaining, creating, prompting, and dialoguing. Explaining by the teacher can take two forms: a) giving metalinguistic information concerning the sounds, grammar, meaning, usage or culture of the L2—explaining *what is*, or b) giving instructions in the classroom—explaining what to do. It is noted that to be valuable in making sense of complex production of teacher talk is to engage the students' participation in the classroom

Because of the importance of teachers' strategies giving in explanation, in this study, the researcher focused on teachers' utterances in giving explanation which are expressed in the classroom and strategies of their utterances used by the teacher in the classroom. The utterances can become references for identifying what happens in the classroom when teachers explain material in the classroom.

Giving Explanation

As noted earlier, giving explanation is the most prominent activity in transferring the teaching materials. Teaching and learning process is categorized into three sessions—starting classroom, running classroom, and ending classroom. Giving explanation is classified in running classroom session, which is listed along with other activities, such as: linking the previous lesson, starting the new material, starting the procedure, presenting the material, checking the students' understanding, sequencing the activities, checking the students' progress. Forman (2012) also revealed that explanation by teachers could take two forms: giving metalinguistic and giving instructions in the classroom.

Table 2. 1: Forms of Giving Explanation

Giving metalinguistic information	Giving Instruction
Grammar	Explain what to do
Sound	
Meaning	
Usage of L2 (explain what is)	

Based on the illustration above, the researcher concludes that teacher's giving explanation is the activity which express certain utterances to transfer contents (course), to manage classroom (activities and instruction), or even miscellaneous (sharing personal stories) during the running classroom activities as in linking the previous lesson, starting the new material, starting the procedure, presenting the material, checking the students' understanding, sequencing the activities, checking the students' progress.

Language Functions

Based on Halliday's theory (1992: 11), there are seven classifications of functions of language, they are: instrumental function, regulatory function, representational function,

interactional function, personal function, heuristic function, and imaginative function. Each of those functions has its characteristics and purposes; also, all of them are usually used by adults to know the learners' images of language, so they can modify their language when communicating with learners. The seven classifications of functions of language proposed by Halliday can be seen through the explanation as follows:

- a. Instrumental function; the use of instrumental function happens when the teacher gives instruction. The teacher expects that his/her instructions are undertaken. For example, "Okay I'd like to write down, and then I will appoint you".
- b. Regulatory function; the teacher uses this function to control students' behaviour. For example, the teacher wants the students to pay attention to his explanation by using imperative sentence "Pay attention, please".
- c. Representational function; the representational function is used by the teacher when he/she represents the material by describing it specifically so that the students can understand the material easily.
- d. Interactional function; In giving explanation, the interactional function is very essential because this function will make the student more involved in the teaching and learning process. For example, the teacher asks questions "Did you ever go to this place?"
- e. Personal function; The personal function is called as language used for the direct expression of feeling attitudes, for example: a teacher uses this function in giving explanation to express his attitude toward the material taught "I like your opinion".
- f. Heuristic function; In the classroom, this function is used by the teacher in giving explanation when the teacher asks the question related to learning material. For example "What is the definition of this topic?"
- g. Imaginative function; Language in imaginative function can be used in rhymes and songs, which are often very dramatic, with an intonation and rhythm appropriate to the content. In giving example use the high intonation when the teacher tries to figure out the story, for example —the king of jungle has loud and frighten voice.

Teachers' Strategies

In the learning process, teachers use some strategies to engage students' interest so that the students will understand learning material. Marzano (2003) collected strategies into nine groups: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations such as mental images, graphs, acting out content, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, activating prior knowledge via questions, cues, advance organizers. Explanations of the strategies as follow:

- a. Identifying Similarities and Differences: This strategy helps students understand more complex problems by simply analyzing them, and also enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
- b. Summarizing and Note-taking: This strategy also enhances students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details. Sample activities related to this strategy as follow:
- c. Reinforcing effort and providing recognition: This strategy enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more.
- d. Homework and Practice: This strategy extends the learning opportunities for students to practice, review, and apply knowledge and enhances students' ability to reach the expected level of proficiency for a skill or process.

- e. Nonlinguistic Representations: This strategy enhances students' ability to represent and elaborate on knowledge using mental images.
- f. Cooperative Learning: This strategy provides students with opportunities to interact with one another in ways that enhance their learning. Organizing students into cooperative groups yield a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy be systematic and consistent in your approach.
- g. Setting Objectives and Providing Feedback: this strategy provides students with a direction for learning and with information about how well they are performing about a particular learning objective so they can improve their performance. Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.
- h. Generating and Testing Hypotheses: This strategy enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses. Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.
- i. Cues, Questions, and Advanced Organizers: This strategy helps students use what they already know to enhance what they are about to learn and also enhances students' ability to retrieve, use, and organize what they already know about a topic.

Teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom in milieu for the realization of successful strategies. They should continuously apply some strategies in the classroom so that the students understand the learning material and will be interested in learning and teaching process.

METHOD

This research was qualitative research to find out and describe about the teachers' strategies in giving explanation in EFL classroom, particularly in terms of the kinds of languages and expression, the functions of languages, and the strategies of the teachers in giving explanation.

The subjects of this research were two teachers from two different schools: SMAS Ummul Mukminin and SMK Muhammadiyah 2 Bontoala in order to gain representative data to describe the kinds of languages and expression, the functions of languages, and the strategies of the teachers in giving explanations. The teachers were chosen purposefully based on their readiness and their availability in conducting the research.

FINDING

The kinds of languages and expression in giving explanation

1. English

Based on data analysis, the researcher found that teacher A and B used English in giving explanation. The following extracts were taken from the transcriptions of participant A and B.

Extract 1: Linking previous knowledge

- St : *Let pray together:*
- (1) Ta : *OK What was our discussion last week?*
- St : *Make dialogue about cause and effect*
- (2) Ta : *Oke, so your activity is last week*
The last activities last week was making dialogue

Extract 1 showed that teacher A used English when firstly opening teaching and learning process with English expression in linking previous knowledge. The teacher used English to stimulate students to employ English in their class.

2. Indonesian

In this research, the researcher identified that the teachers used Indonesian in giving explanation to make their students more understand about the learning material. The following extracts were taken from the transcription of participant A and B.

Extract 2: Squencing the material

- (29) Ta : ***Ya pilih satu skill kemudian buat main ideasnya kemudian buat text-nya.***
Choose one topic just choose one mau pilih topic pertama atau ketiga oke sekarang yang ketiga what do you want most in friends?

Extract 2 showed that teacher A used Indonesian when she gave explanation in her instruction of material taught. The teacher used English because the teacher wanted that the students understood the material taught and followed the teacher's instruction correctly.

3. Local Language (Makassarnese)

Based on the findings and the classroom observation, teacher A used local language by asking question in checking students' understanding or presenting the material, for example "*tena more*".

Extract 3: Presenting the material

- (204) Ta : *Oke it means effects. If you can. If After editing after revising **tena more** edit again you can get excellent result. I'll prepare movie for you*

Extract 3 illustrated that teacher A explained the material to her students, and in the middle of her explanation, she used Makassarnese "Tena", which meant "nothing" and "more" in English. Therefore, the meaning of this word was "*nothing at all*". Teacher A revealed that she used local language because the teacher wanted that the students felt more comfortable in learning English and this situation could create the close interaction between the teacher and the students.

In this research, it was also obtained that the teachers utilized code-switching (either English-Indonesia or Indonesia-English). Code switching or language switching occurs when two bilingual individuals alternate two languages during their speech between them. This kind of language alternation generally happens amongst bilinguals. These alternations can include sentences and phrases from both languages in a long and successive sentence or paragraph. There are three kinds of code-switching as below:

1. **Tag-Switching**; Tag-switching relates to inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. Tags include interjections, fillers and idiomatic expressions. The example of tag switching was in extract 7 "*Oke*"

Extract 4: Tag switching

- (29) TA : *Choose one topic just choose one mau pilih topic pertama atau ketiga **oke** sekarang yang ketiga what do you want most in friends?*
2. **Inter-Sentential Switching**; Inter-sentential code-switching relates to switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. An example of inter-sentential code-switching between

Indonesian and English was provided below e.g. *so class today we are going to talk about recount text. silahkan kalian lihat dibelakang.*

Extract 5: Inter-sentential switching

(14) Tb : *Oke so ehm. So class today we are going to talk about recount text. silahkan kalian lihat dibelakang. Look at your back. Nah recount text. jadi sebelum saya before...*

3. *Intra-Sentential Switching*; Intra-sentential code-switching is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level. The example of intra-sentential switching was “*bagaimana caranya mengedit mengeditnya kalau topiknya topiknya draft tidak sesuai dua yang kalian bisa lakukan DRAFTINGnya yang kalian EDIT FULL or all of that or the topic that you change.*”

Extract 6: Intra-sentential switching

(183) Ta : *Revising, ini disinilah kita editing ini disinilah kita mengedit draft kita disini lah kita semua dilihat oke topicnya ternyata topiknya tidak sesuai. bagaimana caranya mengedit mengeditnya kalau topiknya topiknya draft tidak sesuai dua yang kalian bisa lakukan draftingnya yang kalian edit full or all of that or the topic that you change*

Besides code switching, the researcher also found the use of code mixing in teachers' explanation. Code mixing was expressions in which a mixture of the grammar of one language and another language was used without altering the grammar of the first language used. The example of code mixing between Indonesian and English was provided in extract 10.

Extract 7: Code Mixing

(233) Tb : *Recount text. Sebelum kita lanjut tentang recount text for today. Ada yang bisa menjelaskan what is recount text ?ehm..*

Extract 10 showed that teacher B altered her language from Indonesian to English in one sentence of the expression “*ada yang bisa menjelaskan what is recount text?*”. It indicated that the expression in which a mixture of the grammar of one language and another language was used without altering the grammar of the first language used. The following tables displayed code mixing expressed by the teachers in giving explanation during running classroom activities.

The Functions of Language

1. Instrumental function

The instrument function served to manipulate and control the environment, to cause certain events to happen as well as to satisfy material needs. The use of instrumental functions was used by teacher A in giving explanation as below:

Extract 8: Instrumental function

St : *Baru dijelaskan*
(29) TA : ***Ya pilih satu skill kemudian buat main ideanya kemudian buat text-nya.***

Choose one topic just choose one mau pilih topic pertama atau ketiga oke sekarang yang ketiga what do you want most in friends? someone who has intelegence or someone who has sense of humor or someone who is reilable kira-kira teman seperti apa paling kalian inginkan yang paling kalian suka seseorang yang cerdas intelegence cerdas sesorang yang punya tingkat humor yang tinggi yang lucu atau seseorang yang dapat dipercaya someone who is reliable.

Extract 8 showed that teacher A used the expression of “*ya pilih satu skill kemudian buat main ideasnya kemudian buat text-nya*” to communicate choice to her students in order to fulfill students’ need.

2. Regulatory function

During the observation, the researcher found that regulatory functions in giving explanation to manage the behavior of students. The regulatory function was used to manage the behavior of others, to manipulate the person in the environment. It was a language of rules and instruction. Both teacher A and B used imperative sentence to control students’ behavior in teaching and learning process as the following:

Extract 9: Regulatory function

- (37) Ta : ***Oke listen*** you still have four teen minutes our subject finish be sure that pre-writing will be done twenty minutes later jadi usahakan pre-writingnya sudah selesai selama dua puluh menit dan sisa dua puluh menitnya kalian bisa ke bagian drafting. Pre-writingnya ini contohnya. Ini contohnya pre-writing drafting nya kalian kembangkan misalnya

Extract 9 showed that the use of imperative sentence such as “*oke listen*” was used by the teacher to give command to their students in order to get attention to follow their attention. The purpose was to control the students’ behaviors in the classroom during teaching and learning process.

3. Representational function

Based on the observation, teacher A and B used representational function when they want to presenting material or sequencing activities. The finding was in extract 14.

Extract 10: Representational function

- (9) TA : *Tujuh dan hari ini dialognya minimal 3 paragraf yang harus kalian buat. Oke Before I tell you about the instruction, I will explain about writing process*
Actually there are four stages in writing process

Extract 10 described that the teacher discussed topic or whole material taught for example, “*Actually there are four stages in writing process*”. This function was commonly used in the learning process because the duty of the teachers was telling knowledge and information to their students. Based on the interview of teacher A, Teacher A said that presenting material or stating was essential, therefore, the students should know the material taught in the beginning class activities or starting material. Then, the teacher would explain the material by giving definition. This function referred to giving information to other people. Moreover, teacher B also revealed that the goal of learning process was to transfer the knowledge and tell information to students.

4. Interactional function

Based on the observation, teacher A and teacher B used interactional function so that the students could establish the social interaction the classroom. It was because they wanted to make an enjoyable situation. The findings were given below:

Extract 11: Interactional function

- (21) Ta : *Oke jadi kalau dibagian kedua drafting kita melihat kalau menulis bagian ketiga kita memperbaiki yang salah bagian keempat kita menulis kembali dengan perbaikan dari revisi understand?*
St : *Yes*

- (22) Ta : *Ada pertanyaan? Is there any question? belum ada karena belum masuk ke projectnya oke so today I hope the time will enough*
 St : *Drafting*

Extract 11 showed that the teacher asked the students a question to establish social interaction in the classroom such as “*is there any question*”. Extract 16 “*the second group sudah sampai mana?*” was also the example of interactional function. Teachers should invite the students to involve in the classroom through social interaction between students and teachers or students and students.

5. Personal function

In findings, teacher A and B utilized personal function to express their feeling to their students as the following;

Extract 12: Personal function

- (223) TA : *very good. Ethos itu refers to kalau sekarang disebutnya endorse.*
 : *Oke so today you will analysis*
Is the advertisement has logos, phatos, and logos? ...understand.

“*Very good*” was the expression stated by teacher A. The expression allowed the teacher to express their feeling toward learning material. The teachers said that the students in learning or studying needed to be motivated. One of the ways to motivate the students used good words or appreciation.

Not only teachers gave a reward but also they ever angry with their students to their students. Firstly, teacher A wanted that her students thought about what they did. Then, the teacher expressed that she was disappointed with students’ behavior. Therefore, the personal function indeed allowed a teacher to express his/her own individuality (feelings, personality and emotion). It could be called as language used for the direct expression of feeling attitudes.

6. Heuristic function

Based on the observation, to investigate the students’ understanding of both teacher A and B asked questions while the teacher gave explanation related to the material taught. The findings were as the following:

Extract 13: Heuristic function

- (216) Ta : *What is how we can say the word?*
 St : *Phatos*
 (217) Ta : *They are phatos, logos and ethos. Oke*
Oke let’s hear the explanation what is phatos, logos, dan what is ethos. Phatos is a peal to emotion. So which is the keyword kira-kira phatos itu apa. It is about an a peal of emotion. So phatos is about emotion
What can be related with the emotion?

Extract 13 displayed that one of the important of the question was to check the students understanding about the learning material taught. Extract 19 below was also the expressions stated by teacher A related to the examples of heuristic function. The use of heuristic function was helpful for the teachers to investigate the students’ understanding during presenting material.

7. Imaginative function

Based on the observation, the teacher A and B used imaginative function. Imaginative function was used to create, explore the things, or entertain someone. The following extracts were taken from the transcription of teacher B.

Extract 14: Imaginative function

- (97) TA : *Kalau diatasnya stressful itu sudah devastating apa kira-kira. Devesating itu bayangkan devesatting itu tadi siapa yang tanya A kalau kita biasa banyak tugas itu stressfull kalau devastating itu diatasnya stressful e misalnya e bagaimana ya. **misalnya kemarin yang saya dapat contoh e bayangkan ya semoga jangan nauzubillah mindzalik***

Extract 14 showed that teacher A told dramatizations of the story to create students' imagination. The following response of teacher A and B about imaginative function in the interview were given below;

Teachers' strategies in giving explanation in EFL classroom

Based on the data analysis, it was found that there are nine strategies employed by the teachers in giving explanation. they were identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers.

1. Identifying similarities and differences

This strategy helps students understand more complex problems by analyzing them in a simpler way by identifying similarities or differences. One of the activities in this strategy found in this research was asking students to assign in-class task that involved classification.

Extract 15: Making classification

- (246) Ta : ***There are fifteen advertisement so your job is please analysis are all of the advertisement have do All the advertisement have phatos, ethos, and logos. Or just two of them or just one of them or no one of them***

Extract 15 showed that teacher A asked the students to analyze advertisements by identifying phatos, ethos and logos. They students would make classification the material taught by given task.

2. Summarizing and note taking

Based on the observation, the teacher B asked the students to take note and summarize material taught. The following extract was taken from the transcription of teacher B.

Extract 16: Taking note

- St : *Ada mam*
(199) Tb : ***Nah I berarti kalau ada I , the text kemudian disitu ada kata I berarti itu yang menulis cerita the writer diatas kan ada, saya tulis ujung sana. Siapa lagi***

Extract 16 showed that the teacher took notes in the white board. Teacher B wrote some vocabularies in which students were difficult to pronounce the words and made wrong pronunciation. Then, the teacher asked the students to also write what the teacher wrote in their books.

Extract 17: Verbal summarization

- (65) Tb : *apa itu orientation apa itu yang ada didalamnya orientation nah coba lihat diatas you can see **first orientation task who was involved***

*what happen where the events took place and when it happen.
Kira-kira ya after looking this explanation atau melihat penjelasan
diatas kira-kira kalian bisa menyimpulkan tidak orientation itu
kayak gimana sih*

Extract 17 displayed that the teacher asked the student to make verbal summurization about material taught. This attracted the students to give their understanding about the material that the teacher taught.

3. Reinforcing and providing recognition

Teacher A and B reinforced the students and provided recognition by making positive statement and rewarding students. This strategy enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. The following extracts were taken from the transcription of teacher A and B.

Extract 18: Making positive statement

St : *Students prepared*

.....

Dumbats dumbats

Ndak percaya diri ma

(266) Tb : ***I believe you can.** come one group three. Where is your friends .
mana teman-temanya oke give applause for group three. Oke
time is your*

Based on the extract 24, Teacher B motivated her students by making positive statement eg. *I believe you can*. It showed that the teacher encourage the students to do best in their task. Positive statements tend to focus on statements about what is instead of opinions that built the students' motivation in learning English.

Extract 19: Rewarding

(204) Ta : *Oke it means effects. If you can. If **After editing after revising
tenamore edit again you can get excellent result. I'll prepare
movie for you***

Extract 19 showed that the teacher gave reward to the students after the students did their task. Reward make a gift of something to students in recognition of their. This also gave impact on the students' achivement because they will be happy if the teachers respected about their hard work at doing certain task.

4. Homework and practice

Teacher A and B employed this strategy to give opportunities for the students to comprehend the learning activities such as practice a task. In giving explanation, the teachers did not focus on giving homework because giving homework was on the closing activity and not on running classroom activities.

Extract 20: formally practicing with sounds and writing systems

(508) Tb : ***Oke I'd like to write down saya akan tulis diatas then I will
appointed you saya akan menunjuk kalian
Oke I will appoint of you
You***

Extract 20 presented that teacher B formally practice with sounds and writing systems by writing the generic structure of recount text "introductory" in the white board, asking

students to say the word with the expression “*Oke I will appoint of you*”, and repeating the word by saying “*introductory oke very good*”.

Extract 21: Giving a task

- (24) Ta : *Oke two pages the first pages and the second pages*
In the first page you will make the pre-writing so in the first page you write theme or topic and the words related to the topic and then the main ideas minimal tiga ideas itu artinya kalian harus membuat tiga paragraf the second pages you will start to write, you start to make your draft jadi di halaman ke dua kalian menulis. Understand?
- St : Yes

It was the same as extract 21 that teacher A asked the students to do a task related to learning material which was to write pre-writing and drafting. Practice occurred when an individual intentionally repeated an activity in order to improve performance. The claim of the practice framework was that such behavior was necessary to achieve high levels of expert performance.

5. Nonlinguistic representations

This strategy enhanced students' ability to represent and elaborate on knowledge using mental images. The following extract are given below;

Extract 22: Applying images and sound

- (268) TA : *Maksudnya kalau tulisannya live.*
Berati lihat apakah ada tulisan nyang menjurus ke phatos
*ada tulisan yang merujuk ke **logos**. Berarti kalau tulisan tidak*
*ada ethosnya karena kalau **ethos** dia karakter. Berarti kalau*
*hanya tulisan hanya antara **phatos** and logos. Understand?*
- St : Yes
- (269) TA : *Lets start, from the first*
Teacher play advertisement
Oke next
Teacher play advertisement

Teacher A applied image and sound such as video to make her students understand about the keywords of the topic taught “*ethos, logos, pathos*” by “*saying lets start*”.

6. Cooperative learning

This strategy provides students with opportunities to interact with one another in ways that enhance their learning. Organizing students into cooperative groups yield a positive effect on overall learning. The following extract are given below:

Extract 23: Cooperating with others

- (102) : *Oke while waiting your friends to take book some book nah I'd*
TB *like to you to divide yourself into some groups jadi one group*
consist of four members ya jadi
Satu kelompok empat orang. Kalian maunya gimana dibagi atau
dibagikan

Extract 23 showed that the teacher divided the students to some groups. Group work provided distinct benefits such as increased productivity and performance, skills development, and knowing more about yourself. Increased productivity and performance could make groups that work well together achieved much more than individuals working on their

own. Skills development helped students develop their interpersonal skills such as speaking and listening as well as team working skills such as leadership, and working with and motivating others. Knowing more about yourself helped identify students' strengths and weaknesses

7. Setting objective and providing feedback

In this study, this strategy provides students with a direction for learning and with information about how well they are performing about a particular learning objective so they can improve their performance. For providing feedback, teacher always employed this strategy in the ending classroom, and the scope of giving explanation in my research is only on the running classroom activities. The following extracts of teachers were given below:

Extract 24: Setting goal for language task

- (37) TA : *Bukan musdalifahnya nazar iya. Oke listen you still have four teen minutes our subject finish be sure that pre-writing will be done twenty minutes later jadi usahakan pre-writingnya sudah selesai selama dua puluh menit dan sisa dua puluh menitnya kalian bisa ke bagian drafting.*

Pre-writingnya ini contohnya. Ini contohnya pre-writing drafting nya kalian kembangkan misalnya

Extract 24 showed that the teacher gave a task related to language task to the students based on the time given. Achievable required learners to consider the time and knowledge they brought to accomplish the task. Therefore, the students kept on their track when accomplishing the task.

Extract 25: Asking students to keep track of their progress on learning goals

- (273) Tb : *Oke that's all, sudah. have you finished? But two of your friends haven't speak. Belum berbicara. You and you.*

Extract 34 showed that the teacher asked the students to keep track of their progress on learning material by asking "have you finish". Therefore, the teacher will know how far the students understand the task based on time given. Thus, the teacher comments about the use of setting goals in their class are as follows:

8. Cues, questions, and advances organizers

This strategy helped students use what they already know to enhance what they were about to learn and also enhances students' ability to retrieve, use, and organize what they already know about a topic. Sample activities based on the findings of the research were asking questions to the students related to content, previous knowledge, and providing ways for students to organize or think about the content.

Extract 26: Question related to content

- (217) Ta : *They are phatos, logos and ethos. Oke Oke let's hear the explanation what is phatos, logos, dan what is ethos. Phatos is a peal to emotion. So which is the keyword kira-kira phatos itu apa. It is about an a peal of emotion. So phatos is about emotion*

What can be related with the emotion?

Extract 26 showed that the teacher asked the students related to learning material. learning material were important because they could significantly increase students' achievements by supporting student learning. By asking a question related to the learning material, the teacher could indentify the students' understanding about material taught.

Extract 26: Question-related to previous knowledge

- (1) Ta : ***OK What was our discussion last week?***

St : Make dialogue about cause and effect

Extract 26 displayed that the teacher asked the students about the previous knowledge in English. Previous knowledge was that the knowledge the learner had already known before they met new information. A learner's understanding of a text could be improved by activating their prior knowledge before dealing with the text, and developing this habit was good learner training for them.

Extract 27: Question related to previous material

(232) *Tb : So today we are going to continue our material. jadi hari ini kita akan melanjutkan materi ya. Dimana the material before adalah ... materi sebelumnya adalah ..*

Extract 27 was the same as extract 27. It was a question related to the previous knowledge, but the question was on Indonesian. The teachers gave the students a question by making statement such as “*dimana the material before adalah ... materi sebelumnya adalah*”. The students were stimulated to answer the question.

Extract 28: Providing ways for students to organize or think about the content

(9) *Ta : Tujuh dan hari ini dialognya minimal 3 paragraf yang harus kalian buat. Oke Before I tell you about the instruction, I will explain about writing process*

Actually there are four stages in writing process

Extract 28 showed that the teacher organizes lesson material to make students more easily understood about the lesson taught. Firstly the teacher explain about the topic of learning material. Then, the teacher organize the content so that the students would understand easily.

DISCUSSION

Teachers' Languages and Expression

Based on the 3 extracts analyzed in the findings, three types of languages in teachers' giving explanation were found namely English, Indonesian, and local language (Makassar).

The first language was English. It could be seen in extract 1. The finding was in line with Willis (1991) stated the very first lessons of English were possible to teach in English only, but it was very important to persuade pupils of the advantages of classroom English, which could be accompanied by a demonstration. This illustrated how the teachers firstly opened their teaching and learning process and introduced their material in English expression e.g. *what was our discussion last week?*” and *“so class today we are going to talk about recount text”*.

The teachers taught English as target language, and the goal of their teaching process was that the students understood the material taught and used English as target language. The finding was the same as Krashen's theory (1981). According to Krashen's theory, Input played a critical role in language learning. There was no learning without input. The language used by the teacher affected the language produced by the learners, the interaction generated, and hence the kind of learning that takes place. Because the teachers used English in their class, the students would continuously understand the language. Eventually, the goal of EFL classroom could be achieved.

The second language was Indonesian in extract 2. The finding showed teachers used Indonesian in giving explanation during running classroom activities due to five reasons—*firstly*, explaining the material if the sentences contained the difficult word; *secondly*, directly translating the sentence into Indonesian after saying the sentences from English; *thirdly*, when teacher gave the instruction; *fourthly* sharing the personal stories; *fifthly* and when teacher give some correction to the students.

These findings were in line with Gill's research (2005). He pointed out that L1 was also helpful for classroom management. This could happen when a teacher needed to explain or

tell the class about something which required language in current level. Therefore, the teacher employed L1 in order to the students understand what they had to do with the task.

The use of L1 (Indonesian) also had the same as Cook's research (2001). He identified some other possible examples of proper L1 use. L1 use in classroom would be beneficial for conveying and checking meaning of words or sentences. Sometimes there were words in the target language which were not easy to find correct meaning by simply giving synonyms. L1 helped in giving quick meaning so that both teacher and students could save a great amount of time. The teacher can also use L1 to check students' comprehension upon particular learning materials. In addition, Willis (1991) confirmed that unless teacher taught multi-lingual classes, they might not speak English all the time, sometimes it may be more economical to use L1 instead of English.

The third language was local language. The findings illustrated that the teachers used local language due to students' understanding of target language. The teacher wanted her students feel enjoy learning English. When the teacher saw her students did not know about the task or about what she said teacher, the teacher mix her language to Makasarnese such as "*tena*" in her interaction with her students. Therefore, the students felt more comfortable in learning English and this situation could create the close interaction between the teacher and the students. The statement was supported by Schweers's opinion. According to Schweers (1999), he said that teachers were inspired to use learners' mother tongue in their language classrooms to make it more dynamic, help learners feel a sense of security and also confirm their experiences.

The use of other languages in English class is closely related to code switching and code mixing theory. Based on extract 4-7, the finding showed that the teachers used three kinds of code switching—tag switching, inter-sentential switching, and intra-sentential switching and code mixing. Response 4 stated that the teachers used code switching and code mixing due to time management in her teaching and learning process, and it will be more efficient. However, the teacher still combined the use of target language, nevertheless, the students listen English vocabularies frequently. The teacher also utilized the use of code switching and code mixing owing to the students' understanding about learning material. The students have difficulties in comprehending the materials. In addition, teachers wanted to maintain the interaction among the students.

This findings were also in line with other researchers' findings. Qian, Tian, and Wan (2009) stated that code switching was a discourse strategy that *firstly* teachers used for promoting classroom interaction and ensuring efficient classroom management; *secondly*, a suitable quantity of code switching use helps cultivate and reinforce good habits of learning and foster a close student-teacher relationship; *thirdly*, Teachers have the ability to instruct in the target language; only when occasions call for efficient instruction do they turn to L1; *fourthly* The decrease of code-switching over the years proves the efficiency of a holistic approach to curriculum innovations in the fulfillment of education objectives at the time of curriculum change.

Based on the teachers' responses from three languages used in EFL classroom, L1 (Indonesian) is the most frequent language employed by teachers in giving explanation when they gave instruction about activities or project that they would did and presented learning material. The teacher would switch their language from target language to L1 so that the students understood the material and clarified unclear meaning. The teachers also used L1 to maintain or build relationship in the classroom with their students through small talk related to the material or even sharing stories to them. In addition, teachers frequently used L1 to translate vocabulary. It happened because the students preferred asked their teachers than looking up in their dictionary. The finding of previous research had also found the sama cases. Alshehri (2017) found that L1 in EFL classroom mainly used to perform a number of

functions such as explaining vocabulary, clarifying unclear meaning and building a good relationship with students.

Owing to these factors, Indeed, the use of L1 occurred more frequently in the beginner level of students. Therefore, instead of being ignored, first language should consciously be used when it is a dire necessity. However as the student progresses on to the lower intermediate level the use of L1 should be reduced and dropped completely by the intermediate and upper intermediate level.

The Functions of Languages

The following discussion gave further interpretation and argumentation dealt with the functions of languages in giving explanation based on observation and interview. The findings of this research had shown that there were seven functions of languages including instrumental function, regulatory function, representational function, interactional function, personal function, heuristic function, and imaginative function.

Firstly, Instrumental functions referred to the use of language to communicate preferences, choices, wants, and needs. The finding in extract 8 showed that the teachers a choice for students to make decision. The way of the teacher by giving choice was satisfying students' need or interest. Therefore, the instrumental functions served to manipulate and control the environment, to cause certain events to happen as well as to satisfy material needs.

Secondly, Regulatory function was the language function used to control activities and the condition in the classroom. In giving explanation, the finding in extract 9 identified that teachers employed the regulatory functions to give instruction, control students' behavior and making role. Therefore, the regulatory function was used to manage the behavior of others and to manipulate the person in the environment. The function also used to ask others to perform action, and it was called the language of role and instruction.

Both instrumental function and regulatory functions were used to organize the classroom. Ambrosio et al (2015) also found the instrumental and regulatory functions as organizational function because both of them focused on controlling students' behaviour. Organizational function seemed to be associated with instrumental language that teacher helped the students expressing their point of view. Apparently, the regulatory function shares the same role of organizational language that teachers controlled the behavior of others; ensured order; imposed rules; and gave instructions as they engaged in drawing exploration part.

Thirdly, representational function was used to explain or present the material taught. The findings found that the teachers utilized the function mostly in the stage of presenting material during classroom activities to transfer knowledge, convey message to students and tell the information such as explaining *stages in writing process* as shown in extract 10. It was in line with Ambrosio et al (2015). They found that representational function was informative function because the function used to share fact to others. This illustrated the way in which teachers used the function to make their students understood the material taught as a goal of learning and teaching process. Hence, the representational function was named as informative language.

Fourthly, interactional function was used to interact, plan, develop, or maintain a group of activities or social relationship in the classroom. The finding displayed that the teachers employed the function on conversation or dialogue to students, discussion and asking students' progress. The role of this function could also create an enjoyable situation in the classroom so that the students would clearly understand the material taught. The interaction also helped the teacher design learning material because they could recognize the students' characteristics such as visual or audio learners. Ambrosio et al (2015) also found that interactional function as interrogative function and responsive function. The interrogative

function was asking questions to get information or social approval and responsive function was answering question. Therefore, the interactional function served to ensure social maintenance, establish social contact, and keep channels of communication open and the function would make the students more get involved in the teaching and learning process.

Fifth, personal function is the language to express individuality. The findings illustrated that in giving explanation, teachers employed the function to make feelings public such as “*very good*” as shown in extract 12. The use of the sentence or positive reinforcement could encourage the students to have more spirit in study. The result of the research was similar to Ambrosio et al’s study (2015). Expression of personal feeling was categorized as affectional function. The function allowed the speakers to express their feelings, personality and emotion. it could be known as the language used for direct expression of feeling attitude.

Sixth, heuristic function was used to find out things, wonder, and hypothesize. The findings identified that the teacher in giving explanation employed the function to ask question and inquiry to as shown in extract 13. According to Ambrosio et al (2005), They did not find heuristic function in their study. it was probably because the focus of the activities are on drawing and narrating (discussing) their best experience in grade 2 base on literacy events. Making inferences and discovering something new cannot be drawn from the said activity

Seventh, imaginative function was the language used to create and explore thing, or entertain someone. The findings of data showed that the teachers used the function for telling stories or making joke as shown in extract 14. According to Ambrosio et al (2015), they stated that imaginative function was introducing or expressing imaginative situations. Therefore, the function served to create imaginary system or ideas such as telling fairy tales, joking, writing a novel poetry, tongue twister, and puns. The function not only created the imaginary system of the students but also maliciousness or or joke could benefit the students to reduce the anxiety of learning process and also brought pleasure to the classroom.

Based on the data analyzed in appendix 3, from the seven functions as stated by Halliday (1992), the interactional function appeared as most preponderant function in giving explanation. Teachers mostly employed talk as social activity. They opened dialogue or conversation to the students during classroom activities through asking questions about the learning material taught, checking the students’ progress, or discussing a certain topic. Then, the interaction functions occurred in every language function by small talk. When the teacher wanted to communicate choice to their students, express their feeling or ideas, manage the classroom, entertain student, or even to investigate certain topic, the teachers still made social contact and established interaction with students.

By considering all factors, the interactional talk plays important role in giving explanation. According to Brown and Yule (1983) stated that interactional language concerned with language that use to build and maintain social interaction. McCarty (1991) also agreed that interactional language had its primary function to establish role and relationship with other people. As the result, both teacher and students could create enjoyable situation in the classroom.

The other frequent language function used in giving explanation was representational function because the goal of learning and teaching process was that the students could achieve the indicator of the study in which they understood about the content of the material. Therefore, the teacher gave explanation about the fact or knowledge or told the information by using representational function. It was also called the language of transaction or transactional talk. Brown and Yule (1983) viewed was the language utilized to convey factual or propositional information. In using the language in this way, the purpose was to carry out the information relating to teacher’s giving explanation to transfer learning material.

Teachers' Strategies in Giving Explanation

The result of the studies demonstrated that the use of teachers' strategies in giving explanation. The findings showed in extract 15-28 that there are eight strategies employed by teachers in giving explanation. They were identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, and questions, cues, and advance organizers. According to Marzano (2003), strategies within these categories allow teachers to establish and communicate clear learning goals to students; monitor their progress; allow group work; reinforce effort; celebrate success, and practice, review, and apply content materials.

Firstly, identifying similarities and differences assisted students to comprehend more complex problems by analyzing them in a simpler way, and also enhanced students' understanding of and ability to use knowledge by engaging them in mental processes. The finding in extract 15 showed that the teacher employed classification to find out similarities and differences. For example, teacher A began her explanation with presenting learning material about "*phatos, logos, ethos*". Then, to make students comprehend more complex problem or their differences, the teacher asked them or gave them teacher-directed to classify the advertisement that required "*phatos, logos, and ethos*". This finding was line with Thomas (2015). He said that teacher prescribed assignments that required students to compare and classify content. The strategy involved the student to analysis information at a fairly deep level.

Secondly, summarizing and analyze strategy promoted comprehension because students had to analyze what is important and what is not important and put it in their own words. This strategy also enhanced students' ability to synthesize information and organized it in a way that captures the main ideas and supporting details. The finding of this research in extract 16 and 17 found that taking note and verbal summary was employed by the teacher. The teacher asked the students to take note after the teacher had given correction for students' work. The teacher hope that the students would more comprehend about the material taught. Besides, the teacher also asked the students to make verbal summary toward their learning material such as "*after the explanation, can you give summary*". This finding was also the same as Thomas (2015). He also asked the students to take notes on new content and construct verbal or written summaries of new content. Although the strategy seemed relatively straightforward for the students, in fact the students required a great deal of them. It meant the students require to distill information.

Thirdly, reinforcing and providing recognition enhanced students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. The findings of this research in extract 18 and 19 revealed that the teachers employed positive statement and gave reward as appreciation to the students' effort. This strategy was utilized by the teachers when the students did not have self-confidences to do their work or they did not have enough comprehend about the learning material. Thomas (2015) also found that the teacher emphasized the importance of effort with students. Unlike other strategies, this strategy did not deal directly with enhancing or engaging students' cognitive skill. However, reinforcing effort and providing recognition are strategies that deal with students' attitudes and beliefs and, thus, are likely to affect students' level of engagement in cognitive processes.

Fourthly, homework and practice extended the learning opportunities for students to practice, review, and apply knowledge and enhanced students' ability to reach the expected level of proficiency for a skill or process. The findings of this research were formally practicing with sound and written system. The teacher asked the students to practice their pronunciation and wrote the word in their book. The teacher gave a task for the students after

the teacher had already finished the learning material. Thomas also found that the teacher assign tasks that required students to practice important skills and procedures. This strategy provided students with opportunities to deepen their understanding and proficiency in any content area.

Fifthly, nonlinguistic representation enhanced students' ability to represent and elaborate on knowledge using mental images. The finding of this research in extract 22 was applying images and sound. The teacher first explained the material taught for example "*ethos, logos, and phatos*" after that the teacher showed the series of pictures through advertisement. Then, the students would analysis and categorize the advertisement based on the characteristic of each content. It was also line with Thomas's research (2015). He found that the teachers employed students to represent new content in nonlinguistic ways. This strategy help the student to make interpretation about the learning material by using their sense e.g. visual.

Sixthly, cooporative learning provided students with opportunities to interact with one another in ways that enhance their learning. Extract 23 was the example of cooporative learning findings in this research. The teacher divided the students to some group in order that the students can work cooperately to other students and make them aware of their friends opinion. Thomas also found that the teachers organized students into groups based on their understanding of the content when appropriate and organized students into cooperative groups when appropriate. However, the teacher does not always employ this strategy because students need time to work independently to practice the skills and processes they need to master. If used too frequently, any strategy can lose its effectiveness; therefore it is best for teachers to vary the types of activities they use in the classroom.

Seventhy, setting objective was important in every lesson the teachers taught in the classroom. the students would know their goal in learning a certain subject and it also could improve the students' performances. The findings of the research in extract 24 and 25 were setting objective of learning material and setting goal of language task. The teacher needed to set a goal both learning material and language task in order that the students keep track of their own performance on learning goals. Thomas (2015) also found that the teacher asked the students to keep track of their performances. Besides, setting objective Thomas also found that the teachers need to give feedback for every activity the students do. However, in giving explanation the scope of giving explanation only focuses on running classroom activites and do not focus on closing activities although in this research employed feedback strategies.

Eightly, ques, questions, and advances organizers helped students use what they had already known to enhance what they were about to learn and also enhances students' ability to retrieve, use, and organize what they had already known about a topic. The findings of the research in extract 26-28 were asking questions to the students related to content, previous knowledge, and providing ways for students to organize or think about the content. Before explanation, the teacher asked the students about the previous material. During the explanation, teacher tried to organize their explanation based on the learning material. Then, after teacher's explanation about the content the teacher gave question to make the students understand about the learning material. Thomas (2015) found that the teachers also asked a question about previous material and content and organized learning material. Therefore, by using this strategy, the students could link their background knowledge with the new material.

The strategies would require support and contributions from a number of areas. As standards, competencies, and accountability measures are reviewed and refined, emphases would necessarily have to be placed on giving explanation related to assessing students'

needs, align instructional strategies, engage students in their own learning, and focus professional development on the instructional needs of teachers.

CONCLUSION

Based on the findings and the discussion in the previous section, the conclusions are made as follows:

1. There were three kinds of languages which are English, L1 (Indonesia), and local language (Makassarnese) used by the teachers in giving explanation. From all languages, L1 are frequently employed in giving explanation because the students are in beginner learning of language. Therefore teachers utilized code mixing and code-mixing in explaining unclear material or difficult words so that the students will comprehend the material taught
2. In giving explanation, the teachers employed language functions such as instrumental function, regulatory function, representational function, personal function, heuristic function, interactional function, and imaginative function. However, interactional function and representational functions frequently appeared because the aim of giving explanation involved interactional and transactional talk. Interactional talk focused on the language used as social activity and transactional talk referred to language used to explain or inform certain topics to others.
3. There were eight strategies used by teacher in giving explanation. they were identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations such as mental images, graphs, acting out content, cooperative learning, setting objectives and providing feedback, activating prior knowledge via questions, cues, advance organizers.

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